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| **Rhode Island Unit of Study Rubric** | | |
| **Integration**  **of**  **Technology** | * Student centered use of technology is appropriately integrated as a vehicle to contribute to student learning. |    * **Practitioner** – The student-centered use of technology significantly contributes to the students’ learning. * **Apprentice** – The student-centered use of technology only moderately contributes to the students’ learning and/or technology use is not student-centered. * **Novice** – The use of technology makes little attempt to contribute to the students’ learning and/or is not student-centered. |
| **Instruction** | * DOK: at a level   of 3 or 4   * DI: Students were allowed to control one of the following components: content, process, or product. |    * **Practitioner** – The Unit of Study is expertly written and requires the student to develop a differentiated, significantly rigorous plan or course of action. * **Apprentice** – The Unit of Study is adequately written and requires the student to develop a differentiated, moderately rigorous plan or course of action. * **Novice** – The Unit of Study is loosely written and does not require the student to develop a differentiated or rigorous plan or course of action. |
| **Alignment**  **with**  **Standards** | * Instructional sequences address the GSE/GLEs. * The GSE/GLEs are used throughout the development of the unit plan. * The GSE/GLEs are assessed. | * **Practitioner** – Identified GSE/GLEs appropriately reflect what the student is expected to learn. * **Apprentice** – Identified GSE/GLEs somewhat appropriately reflect what the student is expected to learn. * **Novice** – Identified GSE/GLEs do not reflect what the student is expected to learn. |
| **Unit**  **Design** | * Evidence of UBD is present. * Evidence of IFL is present. | * **Practitioner** – There is a complete integration of research based practice. * **Apprentice** – There is an attempt at integration of research based practice but the integration is unclear. * **Novice** – There is little evidence of research based practice due to lack of integration. |